

Missouri 2006 Communication Arts

GRADE 3 - SHORT DESCRIPTORS

Below Basic—455-591

Reading—Students locate information in text; identify an obvious main idea; define simple words and phrases. Writing—Students show minimal awareness of beginning, middle, end, audience, purpose and controlling idea; attempt to create friendly letters; use graphic organizers.

Basic—592-647

Reading—Students make simple comparisons; recall simple sequence of events; make obvious inferences and predictions; use context clues to determine word meaning. Writing—Students use basic parts of speech correctly in simple sentences; show minimal awareness of beginning, middle, end, audience, purpose and controlling idea.

Proficient—648-672

Reading—Students locate/identify supporting details, obvious cause and effect; make inferences; use context clues to determine word meaning; make comparisons; recall detailed sequence of events; identify solutions and fact vs. fiction; recognize figurative language; draw obvious conclusions. Writing—Students generally use rules of Standard English; show awareness of audience, purpose, controlling idea, relevant details, beginning, middle and end.

Advanced—673-790

Reading—Students identify relevant/supporting information to make predictions and draw conclusions; infer word meaning; infer main idea; make complex comparisons; make complex inferences; categorize information; identify correct sequence of events. Writing—Students consistently apply rules of Standard English; construct complex sentences; use details effectively; have a clear controlling idea, awareness of audience and purpose, beginning, middle and end.

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GRADE 4 - SHORT DESCRIPTORS

Below Basic—470-611

Reading—Students locate information in text; recall stated information; draw obvious conclusions; make simple comparisons and descriptions. Writing—Students write simple letters, minimally use the rules of Standard English; attempt to organize information.

Basic—612-661

Reading—Students identify appropriate details; use context clues; make obvious inferences; select vocabulary using context clues. Writing—Students write simple letters with an awareness of an intended audience and purpose; generally use the rules of Standard English.

Proficient—662-690

Reading—Students make simple inferences; recall, identify, and use relevant information; draw conclusions; explain figurative language and main idea; use context clues to select vocabulary; identify character traits, sensory details, and simple cause and effect. Writing—Students show organization and awareness of an intended audience and purpose; use the rules of Standard English; use a writing process to revise, edit, and proofread.

Advanced—691-820

Reading—Students make complex inferences and comparisons; evaluate simple information; infer cause/effect and word meaning; interpret figurative language; identify author's purpose; identify complex problems/solutions; explain complex main ideas. Writing—Students consistently use the rules of Standard English.

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GRADE 5 - SHORT DESCRIPTORS

Below Basic—485-624

Reading—Students locate/identify information in text; draw simple conclusions; make obvious inferences and predictions; identify character traits. Writing—Students use correct letter writing format; partially organize information.

Basic—625-674

Reading—Students identify supporting details, problems/solutions; use context clues; make obvious inferences; give partial summary of action. Writing—Students edit for Standard English.

Proficient—675-701

Reading—Students interpret figurative language; infer main idea; identify author's purpose, point of view, the sequence of information, cause/effect, the meaning of vocabulary; summarize; distinguish between fact and opinion; draw conclusions; make inferences and comparisons; support a position. Writing—Students use the rules of Standard English; construct complex sentences; edit for appropriate support, organize information.

Advanced—702-840

Reading—Students interpret and draw conclusions from complex information; analyze complex characters; infer author's purpose and word meaning; categorize information; make simple evaluations and judgments; determine the appropriateness of a source and the accuracy of information. Writing—Students consistently use the rules of Standard English; use a writing process to organize information.

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GRADE 6 - SHORT DESCRIPTORS

Below Basic—505-630

Reading—Students locate/identify information in text; make simple inferences; identify main idea, sensory information, figurative language, simple problems or solutions.

Writing—Students show awareness of audience and letter format; use simple organizational techniques and graphic organizers; use simple rules of Standard English.

Basic631-675

Reading—Students identify supporting information, simple cause/effect relationships, conflicts, point of view and problem-solving processes. Writing—Students use correct letter writing format; generally use the rules of Standard English including spelling; revise; have a controlling idea.

Proficient—676-703

Reading—Students identify author's purpose, supporting details, point of view; describe character traits, plot; identify problems/solutions; support a position with text-based details; draw conclusions; interpret figurative language; make inferences and predictions; locate resources. Writing—Students use the rules of Standard English; construct complex sentences; write for an audience and purpose; organize information.

Advanced—704-855

Reading—Students make complex connections; analyze complex characters; evaluate the accuracy and importance of information; draw conclusions and make inferences from complex information, analyze complex characters; determine cause and effect; paraphrase. Writing—Students demonstrate consistent use of a controlling idea and Standard English.

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GRADE 7 - SHORT DESCRIPTORS

Below Basic—515-633

Reading—Students locate and apply information in text; identify figurative language, text elements, and problems/solutions, character traits; make obvious predictions. Writing—Students organize information; use some components of letter writing format; generally stay on topic; show awareness of audience and purpose; minimally use rules and conventions of Standard English.

Basic—634-679

Reading—Students identify text-based details; identify main idea; make simple summaries; identify the meaning of figurative language; draw simple conclusions; make simple inferences. Writing—Students use a writing process; edit for appropriate support; revise for a controlling idea; generally use the rules of Standard English.

Proficient—680-711

Reading—Students make inferences; summarize; make comparisons and predictions using complex text; analyze characters; determine word meaning, point of view, supporting information; locate resources. Writing—Students stay on topic; write for a specific audience and purpose; demonstrate consistent use of a controlling idea; use rules and conventions of Standard English; use complex sentences, cohesive devices, clear and varied sentences.

Advanced—712-865

Reading—Students interpret complex figurative language and vocabulary; support a position; make predictions; summarize, analyze, and synthesize information and techniques; paraphrase ideas. Writing—Students consistently use the rules and conventions of Standard English; use logical order, cohesive devices, clear and varied sentences, writing techniques; target specific audience and purpose.

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GRADE 8 - SHORT DESCRIPTORS

Below Basic—530-638

Reading—Students identify author's purpose, figurative language, plot, and setting; use context clues to choose vocabulary. Writing—Students create a graphic organizer; write a basic paragraph; show some awareness of audience.

Basic—639-695

Reading—Students define simple vocabulary; identify main idea; draw simple conclusions; make simple inferences; recall details from text; determine reliability of resources. Writing—Students write a paragraph to a specific audience.

Proficient—696-722

Reading—Students summarize; infer vocabulary meaning and cause/effect; interpret figurative language; analyze text features; follow multi-step directions; identify author's technique; analyze text; make inferences, interpretations, predictions, comparisons, using complex material; evaluate evidence, reliability of resources. Writing—Students edit for relevant details and purpose; organize and edit text; consistently use rules/conventions of Standard English.

Advanced—723-875

Reading—Students analyze complex information, author's purpose, characters; synthesize information; summarize complex ideas; make complex inferences. Writing—Students edit text correctly applying the rules/conventions of Standard English.

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GRADE 11 - SHORT DESCRIPTORS

Below Basic—545-678

Reading—Students identify figurative language, plot, setting, and main idea; explain main idea; determine pertinent details. Writing—Students use correct letter writing format; address a topic with some detail; defend a position; create and label an appropriate graphic organizer.

Basic—679-724

Reading—Students determine pertinent details; categorize information; determine reliability of information; explain cause/effect; make simple comparisons; infer meaning; identify main idea; analyze figurative language. Writing—Students attempt to use the rules/conventions of Standard English; create and label an appropriate graphic organizer; compose an essay with a beginning, middle and end.

Proficient—725-752

Reading—Students analyze significant details, figurative language, use of information, characters, reasoning, author's purpose, cause/effect; infer meaning; summarize complex ideas/information; determine tone; identify supporting information; make sophisticated comparisons; evaluate style; distinguish fact/opinion. Writing—Students use the rules/conventions of Standard English; write with a controlling idea for a specific audience; use cohesive devices and complex sentences.

Advanced—753-885

Reading—Students evaluate reliability of sources; analyze complex figurative language; infer connections; evaluate adequacy of support; make inferences and comparisons from complex text. Writing—Students consistently apply the rules/conventions of Standard English; follow a writing process to compose a well-developed and organized essay with a controlling idea, relevant details; use precise language.